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AUTHOR Bates, Jane K.
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ABSTRACT

This document provides teaching guidelines and student material for use in high school business, English, or career education programs. Time allotment is from six to eight hours of classroom time. The objective of this capsule is to help students prepare for job interviews. The material is divided into three sections. Section I, Before the Interview, includes information on researching the company, selecting appropriate dress, and identifying personal strengths. Section II, During the Interview, describes appropriate responses and attitudes, offers sample interview questions, and identifies the four parts of the interview. Section III, After the Interview, describes actions to be taken after the interview. Eight learning activities include listing strong and weak points, drawing a comic strip, designing a bulletin board or poster, watching video tapes of interviews and evaluating them, doing mock interviews, and writing letters of acceptance and rejection. The teacher's guide provides advance preparation information, keys to activities and tests, a bibliography, and copies of all worksheets and assessments. (CK)

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TEACHER'S GUIDE

ED190450

THE JOB INTERVIEW

SP 012 760

by Jane K. Bates

Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

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PACKAGE RESUME FORM

Publication Date December, 1978 **Level/Subject** High School Career/Business and English

Title The Job Interview

Author Jane K. Bates

Abstract The purpose of this package is to help students prepare for job interviews. The capsule is divided into three sections: (1) Before the Interview; (2) During the Interview; (3) After the Interview. The first section includes information on researching the company, selecting appropriate dress, and identifying personal strengths in preparation for an interview. The second section describes appropriate responses and attitudes for an interviewee. Sample interview questions are given to the student. The four parts of an interview are identified. The student is advised about ways to end an interview. The third section describes actions to be taken after the completion of an interview. The student is asked to write a letter of acceptance or rejection.

This package is designed for the average high school student. It is particularly appropriate for career classes or course units. Work-study programs and counselors would also find it helpful. The estimated completion time is six to eight hours. Students should have some knowledge of business letter-writing skills before attempting this capsule. Students will participate in mock interviews and evaluate prepared taped interviews as part of the learning activities.

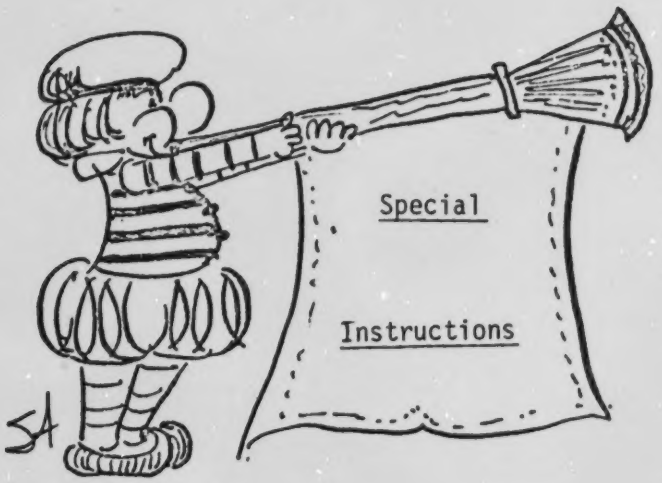
UPON COMPLETION OF THIS CAPSULE, YOUR STUDENTS WILL BE ABLE TO:

* distinguish between good and bad interviews

* identify the specific preparations to be considered before going to an interview

* identify the appropriate skills and information needed during the interview

* describe activities to be considered after completing an interview



This capsule, The Job Interview, could be preceded by various activities. Students might discuss how to find information about available jobs. Job applications and resumes would also be beneficial preliminary topics. Telephone and letter inquiries could be practiced. The telephone company often lends telephone kits for student use. Guest speakers from the Job Service Corps and personnel managers from community businesses and organizations can provide additional information and interest.

There are several activities which involve mock interviews. In section two the student is asked to evaluate a taped interview. This interview is video-taped and tape recorded. If video-tape is not available, students could read the script which is included with this guide.

Since students will be doing some activities aloud, provisions need to be made so they will not bother the rest of the class. Special equipment is needed, so check the Materials List before students begin the capsule.

MATERIALS LIST

Your students will need these materials in order to complete the activities in this capsule:

SECTION ONE

pencil/pen
notebook paper
crayons or felt tip markers
ruler
construction paper

SECTION TWO

copies of the Video Tape Evaluation Sheet
video tape (optional)
video tape equipment (optional)

SECTION THREE

sample letters

IN ADDITION:

you will need copies of the Pre-test, Post-test, and Record Sheet for each student

KEYS TO ACTIVITIES

1. Before the Interview

Activity 1

Strength lists will vary from student to student.
Check to see if the student has listed five strengths.
See if you are in general agreement with those listed.

Materials: List of strengths, paper and pencil.

Activity 2a

The cartoon should include some of the following:
* Researching the company
* Planning appropriate dress and appearance
* Identifying personal strengths

Materials: Paper, pencil, crayons or felt tip markers, ruler

Activity 2b

Bulletin boards should be colorful and eye-catching
Be certain the message is clear and easy to understand at a glance. Novel or unusual ideas or materials should be recognized.

Materials: Pencil, colored paper, felt tip markers, etc.

2. During the Interview

Activity 3

See enclosed evaluation sheet

Materials: Video Tape Evaluation Sheet, paper, pencil

KEYS TO ACTIVITIES (Con't)

Activity 4

Students will write a paragraph describing mock interviews.

Materials: Pencil/pen and paper

Activity 5

Posters should show that the student understands the concepts taught in section two.

Materials: Paper, crayons, markers, ruler, etc.

Activity 6

See page 7.

3. After the Interview

Activity 7

See enclosed sample letter of acceptance.

Activity 8

See enclosed letter of rejection.

Materials: (for activities 7 & 8) paper, pencil, envelopes

Activity 6

Students who have had limited experience in role playing may have a difficult time with this activity. For these students you may wish to use the suggestions for the interview below.

1. For what position are you applying?
2. Can you tell me something about your background?
3. What jobs have you held?
4. What have you learned from these jobs?
5. What kind of student are you?
6. What are your favorite subjects?
7. What extracurricular activities interest you?
8. What are your career plans?
9. Why do you want to work for our company?
10. What qualifications do you have that make you think you will be successful in this job?
11. Do you prefer to work with people or by yourself? Why?
12. What is your major weakness?
13. What kind of salary do you expect?

KEY TO SELF-CHECK

1. Preparations for Job Interview:

   Research company

   Identify personal strengths

   Decide on appropriatc appearance and dress

   Know what job you are applying for

   Know where your job interview is located

   Allow enough time to arrive early

   Gather appropriate documents to bring with you

   Review sample interview questions

2. Interview Behavior:

   See pages 15 through 22 of the student capsule.

3. Follow-up Actions:

   Be available

   Write letter of acceptance or rejection

   Evaluate your interviewing skills

   Do not give up too easily

280 Jonston Avenue
Junction City, Delaware 66001
December 6, 1978

Mr. Jon Jones
Personnel Director
Auto Shine Car Wash, Inc.
320 Jefferson Street
Jonestown, New Jersey 55201

Dear Mr. Jones:

I was pleased to receive your letter offering me a position with the Auto Shine Car Wash, Inc. I will accept your job offer. I shall report to work on January 1, 1979, at 8:00 a.m.

The kindness you extended me at the time of the interview was deeply appreciated. I now understand why your company has made so much progress in the past few years.

Thank you for your kindness, Mr. Jones. I am looking forward to working with you.

Gratefully,

Susan B. Antony

200 Hummingbird Street
Bluebird, Wyoming 66656
December 3, 1978

Mr. James Dove
Personnel Director
Robin Auto Parts, Inc.
Pigeon, Iowa 99989

Dear Mr. Robin:

This letter is to inform you that I will not be able to accept your offer of employment with the Robin Auto Parts, Inc. I accepted another position prior to the receipt of your letter.

Please convey my appreciation to all the staff for their kindness..

Sincerely,

James T. Wren

RECORD SHEET

NAME _____

TEACHER _____

SECTION ONE	DATE BEGUN	DATE COMPLETED	COMMENTS
Pre-test			
Activity 1: Strength Word List			
Activity 2a: Comic Strip*			
Activity 2b: Bulletin Board*			
*Select one			
**********	**********	**********	**********
SECTION TWO			
Activity 3: Video Tape Evaluation			
Activity 4: Descriptive Paragraph			
Activity 5: Poster			
Activity 6: Role Playing/Questions			
**********	**********	**********	**********
SECTION THREE			
Activity 7: Letter of Acceptance*			
Activity 8: Letter of Rejection*			
*Select one			
**********	**********	**********	**********
SELF-CHECKS			
Self-check 1:			
Self-check 2:			
Self-check 3:			
**********	**********	**********	**********
POST-ASSESSMENT:			

The Job Interview

Pre-test

Name _____ Date _____

Teacher _____ Grade _____

Circle the letter of the answer that completes the statements.

1. Which of the following whould you always do before a job interview?

   a. Know where you are going and how to get there

   b. Be sure to ask questions in a friendly way

   c. Have your school grades sent to the employer

   d. Buy new clothes to impress the employer

2. What documents does a prospective employer need from you so as to be able to decide whether or not to hire you?

   a. school records

   b. letters of recommendation

   c. references as to your character

   d. all of the above

   e. only those items relevant to the job

3. You apply for a job, but are not hired because of your sex. This is an example of:

   a. quota systems

   b. integration

   c. human rights laws

   d. discrimination

Pre-test (con't)

4. You are offered jobs with two different companies. You can only work for one of them. What should you do?

   a. Try to work at both jobs for a while, then quit the one that does not work out best.

   b. Write a letter of rejection to one explaining why you are taking the other job.

   c. Choose the one that pays the best

   d. Choose the one that is closest to where you live

5. You had an interview with a company and they said they would let you know shortly of their decision. You wait a while but do not hear from them. What should you do?

   a. Wait a little while longer. Do not appear pushy.

   b. Send them a letter telling them you had another job offer and ask them to hurry up their decision.

   c. Call them and ask if they have as yet made a decision on whom to hire.

   d. Do nothing. You probably did not get the job.

6. Which of the following is very likely to affect the initial impression you make at a job interview?

   a. appearance

   b. where you live

   c. what you have for lunch

   d. what your parents do

Pre-test (con't)

7. To help the interviewer get a good impression of you:
   a. ask if it is all right for you to smoke during the interview.
   b. dress neatly.
   c. come to the interview an hour early.
   d. tell the interviewer what is wrong with your present employer.

8. It is illegal for an interviewer to ask your age unless:
   a. you are under age 21.
   b. it will affect your ability to do the job.
   c. it is a bona fide occupational qualification.
   d. you are nearing retirement age.

9. An interviewer may find out if you are qualified for the job:
   a. by giving you an aptitude test.
   b. by asking you questions during the interview.
   c. by looking at your past work experiences.
   d. all of the above.

The Job Interview

Post-test

Name _____ Date _____

Teacher _____ Grade _____

Circle the letter of the answer that completes the statement.

1. Which of the following is likely to affect the first impression you make on an interviewer?

   a. your appearance

   b. the kind of car you drive

   c. your father's occupation

   d. your handwriting

2. To help the interviewer get a good impression of you:

   a. wear a suit/dress to an interview.

   b. dress neatly.

   c. chew gum to help you relax.

   d. act as though you do not care about getting the job.

3. You probably will <u>not</u> get the job if:

   a. you act interested in the company.

   b. you are polite.

   c. this is your first job interview.

   d. you are late to the interview.

4. When the interview is over, you should:

   a. know whether or not you have the job.

   b. fill out an application form.

   c. know about the benefits, salary, and vacation policies of the job.

   d. tell the interviewer your shortcomings.

5. You apply for a job, but are not hired because of your race. This is an example of:

   a. integration.

   b. discrimination.

   c. human rights law.

   d. segregation.

6. An interviewer asks you which church you attend. What should you do?

   a. Refuse to answer the question.

   b. Answer the question.

   c. Answer the question unless you think it will keep you from being hired.

   d. Point out that the question is illegal.

7. Which of the following would probably make a favorable impression during an interview?

   a. smoking

   b. looking away from the interviewer

   c. being informed about the company

   d. ability to handle the job

The Job Interview

Post-test (con't)

8. You are offered a job with two different companies. You can only work for one of them. What should you do?

   a. Choose the one that pays the best.

   b. Write a letter of rejection to one, explaining why you are taking the other job.

   c. Try to work at both jobs for a while, then keep the one that pays the best.

   d. Choose the one closest to where you live.

9. You should study the recruiting material of the business interviewing you because:

   a. it will indicate an interest in the company.

   b. it will indicate that you are intelligent.

   c. it will indicate to the interviewer that you are flexible.

   d. it will indicate your reading ability.

The Job Interview

Pre-test

Name Key Date _____

Teacher _____ Grade _____

Circle the letter of the answer that completes the statements.

1. Which of the following whould you always do before a job interview?

   (a.) Know where you are going and how to get there

   b. Be sure to ask questions in a friendly way

   c. Have your school grades sent to the employer

   d. Buy new clothes to impress the employer

2. What documents does a prospective employer need from you so as to be able to decide whether or not to hire you?

   a. school records

   b. letters of recommendation

   c. references as to your character

   (d.) all of the above

   e. only those items relevant to the job

3. You apply for a job, but are not hired because of your sex. This is an example of:

   a. quota systems

   b. integration

   c. human rights laws

   (d.) discrimination

Pre-test (con't)

4. You are offered jobs with two different companies. You can only work for one of them. What should you do?

   a. Try to work at both jobs for a while, then quit the one that does not work out best.

   (b.) Write a letter of rejection to one explaining why you are taking the other job.

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5. You had an interview with a company and they said they would let you know shortly of their decision. You wait a while but do not hear from them. What should you do?

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6. Which of the following is very likely to affect the initial impression you make at a job interview?

   (a.) appearance

   b. where you live

   c. what you have for lunch

   d. what your parents do

The Job Interview

Pre-test (con't)

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   c. come to the interview an hour early.

   d. tell the interviewer what is wrong with your present employer.

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   a. you are under age 21.

   b. it will affect your ability to do the job.

   (c.) it is a bona fide occupational qualification.

   d. you are nearing retirement age.

9. An interviewer may find out if you are qualified for the job:

   a. by giving you an aptitude test.

   b. by asking you questions during the interview.

   c. by looking at your past work experiences.

   (d.) all of the above.

The Job Interview

Post-test

Name Key Date _____

Teacher _____ Grade _____

Circle the letter of the answer that completes the statement.

1. Which of the following is likely to affect the first impression you make on an interviewer?

   (a.) your appearance

   b. the kind of car you drive

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   (b.) dress neatly.

   c. chew gum to help you relax.

   d. act as though you do not care about getting the job.

3. You probably will <u>not</u> get the job if:

   a. you act interested in the company.

   b. you are polite.

   c. this is your first job interview.

   (d.) you are late to the interview.

4. When the interview is over, you should:

   a. know whether or not you have the job.

   b. fill out an application form.

   (c.) know about the benefits, salary, and vacation policies of the job.

   d. tell the interviewer your shortcomings.

5. You apply for a job, but are not hired because of your race. This is an example of:

   a. integration.

   (b.) discrimination.

   c. human rights law.

   d. segregation.

6. An interviewer asks you which church you attend. What should you do?

   a. Refuse to answer the question.

   b. Answer the question.

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   d. Point out that the question is illegal.

7. Which of the following would probably make a favorable impression during an interview?

   a. smoking

   b. looking away from the interviewer

   (c.) being informed about the company

   d. ability to handle the job

Post-test (con't)

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   a. Choose the one that pays the best.

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   a. it will indicate an interest in the company.

   b. it will indicate that you are intelligent.

   c. it will indicate to the interviewer that you are flexible.

   d. it will indicate your reading ability.

SUGGESTED READINGS

"Career Employment Guide." Washington, D.C.: National Employment Services Institute, Student Employment Division, 1969.

"Counselors Handbook: Counselor's Interviewing Guides in Individual Appraisal and Counselee Appraisal Patters Related to Fields of Work." Washington, D.C.: U.S. Department of Labor, Bureau of Employment Security.

Edlund, Sidney and Mary. Pick Your Job and Land It. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957.

Feingold, S. N. and List, Harold. How to Get That Part-Time Job. New York: ARCO Publishing Company, 1958.

Hakel, Milton D., Manuel, Charles H. "The Early Bird Gets the Worm." Journal of College Placement, February-March issue, 1969.

Keefe, John. The Teenager and the Interview. New York: Richards Rosen Press, Inc., 1971.

Larison, Ruth Hooper. How to Get and Hold the Job You Want. New York: Longmans, Green and Co., 1954.

"Manual of Employment Interviewing." Washington, D.C.: Department of Navy, Employment Branch, Departmental Civilian Personnel Division, 1957.

Paradis, Adrian A. From High School to a Job. New York: David McKay Company, Inc., 1956.

APPENDIX

This appendix contains copies of all worksheets and assessments. These copies may be used to make your own classroom quantity copies. To use, unstaple the sides of the teacher's guide and remove the worksheet and assessment pages. Restaple the remaining pages of the teacher's guide.

The Job Interview

Pre-test

Name _____ Date _____

Teacher _____ Grade _____

Circle the letter of the answer that completes the statements.

1. Which of the following whould you always do before a job interview?

   a. Know where you are going and how to get there

   b. Be sure to ask questions in a friendly way

   c. Have your school grades sent to the employer

   d. Buy new clothes to impress the employer

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The Job Interview

Pre-test (con't)

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The Job Interview

Pre-test (con't)

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The Job Interview

Post-test

Name _____ Date _____

Teacher _____ Grade _____

Circle the letter of the answer that completes the statement.

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   c. your father's occupation

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   a. you act interested in the company.

   b. you are polite.

   c. this is your first job interview.

   d. you are late to the interview.

The Job Interview

Post-test (con't)

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   b. fill out an application form.

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   c. human rights law.

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   a. Refuse to answer the question.

   b. Answer the question.

   c. Answer the question unless you think it will keep you from being hired.

   d. Point out that the question is illegal.

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   b. looking away from the interviewer

   c. being informed about the company

   d. ability to handle the job

The Job Interview

Post-test (con't)

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   b. it will indicate that you are intelligent.

   c. it will indicate to the interviewer that you are flexible.

   d. it will indicate your reading ability.

RECORD SHEET

NAME _____

TEACHER _____

SECTION ONE	DATE BEGUN	DATE COMPLETED	COMMENTS
Pre-test			
Activity 1: Strength Word List			
Activity 2a: Comic Strip*			
Activity 2b: Bulletin Board*			
*Select one			
**********	**********	**********	**********
SECTION TWO			
Activity 3: Video Tape Evaluation			
Activity 4: Descriptive Paragraph			
Activity 5: Poster			
Activity 6: Role Playing/Questions			
**********	**********	**********	**********
SECTION THREE			
Activity 7: Letter of Acceptance*			
Activity 8: Letter of Rejection*			
*Select one			
**********	**********	**********	**********
SELF-CHECKS			
Self-check 1:			
Self-check 2:			
Self-check 3:			
**********	**********	**********	**********
POST-ASSESSMENT:			

Video Tape Evaluation Sheet

This evaluation chart can be used to evaluate the video tape for Activity 3. Put a (✓) in the appropriate space. On the chart, 1 is very poor and 10 is excellent. A mark of 5 or 6 is average.

	1	2	3	4	5	6	7	8	9	10
Greeting										
Dress/Appearance (Optional)										
Composure/Posture										
Tone/Attitude										
Preparation for Interview										
Answers to Questions										
Suitability for Position										
Pace										
Overall Appraisal of the Interview										

Comments:

*Give this paper to your teacher when you are finished.

VIDEO TAPE SELF EVALUATION SHEET

Name _____

Use this sheet to evaluate your video-tape or mock interview. Be honest. Remember, your honest evaluation now might help you when you go for a real interview.

I. PHYSICAL CHARACTERISTICS:

1. Voice:
2. Eye contact:
3. Posture:

II. RESPONSES:

1. Positive/negative:
2. Specific/vague:
3. Confident/unsure:
4. Informed/uninformed:
5. Prepared/unprepared:

III. ATTITUDE:

1. Polite/rude:
2. Interested/apathetic:
3. Nervous/relaxed:

IV. YOUR EVALUATION STATEMENT: Would you hire this person? Why or Why not?

THE JOB INTERVIEW

SCRIPT

Mrs. K: Come in. Hello, Pat.

Pat: Hi

Mrs. K: I'm Mrs. Klaus. How are you today?

Pat: Just fine.

Mrs. K: Did you have any trouble finding the store?

Pat: Oh, a little bit. But I work here so. . .

Mrs. K: Were the roads a little bad?

Pat: That's what I mean.

Mrs. K: Kind of slick? Okay. Today I'm just having you in to talk to you about our job that's open for a checker, and I have been interviewing several girls--several people--and I wanted to ask you some questions to see if you are the person we need for the checker job. First of all, I thought I'd ask you some questions about school. Are you still in high school?

Pat: Um, ya. I'm going to graduate in May.

Mrs. K: What courses are you taking?

Pat: Um, well, I'm just taking English and government and-um- and PE--advanced PE and-um-art and I'm taking a novels course.

Mrs. K: Okay. Have you taken any business or taken any classes where you might learn some work with adding machines or calculators?

Pat: Well, let's see--I've taken typing. But I've just taken math. That's all.

Mrs. K: Not very many math classes?

Pat: No. We just had to take one.

Mrs. K: One. That's all you took, just one?

Pat: Just one.

Mrs. K: Have you had any previous experience with adding machines or anything that would help you be a checker?

Pat: No.

Mrs. K: Nothing? Are you involved in any other school activities?

Pat: Well, let's see, well, since I work all the time, I just don't have time for that. I don't really do too much outside of school.

Mrs. K: Have you ever had a job before?

Pat: A checker here. I mean a sacker.

Mrs. K: How long have you worked with us?

Pat: Oh, let's see, this is my first year. I'm going into my second year in February.

Mrs. K: What are your plans for the future?

Pat: Well, if . . .if I could get a cashier's job or something, then I'd like to do that.

Mrs. K: Do you plan to go on to college or technical school?

Pat: No. I don't really like school that well. I like to work. That's what I want to do.

Mrs. K: Are you dating anyone steadily right now?

Pat: No.

Mrs. K: Don't have any immediate plans for marriage or anything like that?

Pat: No.

Mrs. K: Do you plan to work as a checker for some time?

Pat: Ya, buy I'd really like to be a manager some day.

Mrs. K: Do you plan to go to school? How do you plan to get the experience to be a manager?

Pat: Well, if I work in the store long enough maybe that would be. . .

Mrs. K: Well, here at our store, we normaly hire our management people from. . .people who have gone to school and taken business classes or management classes. We usually don't hire within our own organization for management-type positions. So you need to consider that when you think about this job, because probably the checker would be the highest job you could get here with us.

Pat: Well. I will.

Mrs. K: How about getting to work? Do you have a car?

Pat: No. But I have a friend who has a car and that's what I'd do; probably ride with them.

Mrs. K: Does your friend work?

Pat: Uh huh. He works after school.

Mrs. K: Well, what if you had a conflict, if you both had to be at work at 4:30?

Pat: Well, I'd probably come.

Mrs. K: You would go ahead and come? Okay. Do you have alternate means of transportation?

Pat: Oh, I think I could find something.

Mrs. K: Do you have any . . . oh, how about week-ends? Do you . . . Will you be willing to work week-ends?

Pat: Uh huh.

Mrs. K: Late Friday nights?

Pat: Well, not Friday. Because that's the night I usually go out.

Mrs. K: How about Saturday evening?

Pat: Maybe sometimes.

Mrs. K: Whenever we think of week-end work, we think of day work rather than night work.

Pat: Yes.

Mrs. K: So you wouldn't be available to work nights or week-end nights?

Pat: Well, sometimes. But not . . . I usually like to do things on week-ends nights.

Mrs. K: How about Sunday? Do you go to church on Sunday?

The Job Interview-Script

Pat: No.

Mrs. K: So you'd be available to work on Sunday?

Pat: Probably. Ya.

Mrs. K: Do you have any questions, Pat, that you'd like to ask about the organization or about the job?

Pat: Oh, let's see, yes. Oh. . . my pay. What kind of pay would I get?

Mrs. K; We usually pay our starting checkers, especially someone who has very little experience--we normally like to hire people with more experience. . . but we sometimes do hire those that do not have experience. That's usually 15 or 20 cents above the minimum wage. I think right now that would be about $2.95 an hour. Is that in line with what you had in mind?

Pat: Well, I was thinking of a little bit more than that but. . .

Mrs. K: You realize that you don't have the experience really to warrant a higher paying job?

Pat: It's just that right now I get $2.90.

Mrs. K: Well, probably there will be a probationary period to see how you worked out before they would put you on as full time checker. Do you have any other questions?

Pat: Uh, that's all. Uh.

Mrs. K: Like I told you when you first came in, I do have some other applicants to interview, so I'll be doing that later this week, and since you are here at the store, I'll be able to contact you that way or call you at home if it's your night off or something and let you know one way or another if you are hired or if we have found someone else for the position right now.

Pat: Okay.

Mrs. K: Do you work tonight?

Pat: Yes.

Mrs. K: When?

Pat. In about an hour.

The Job Interview-Script

Mrs. K: This will give you . . . it's 3:30 now, so this will give you a little while to go out and get some lunch or to relax before you go to work.

Pat: Okay.

Mrs. K: Well, thank you, Pat. Here's the door.

Pat: Oh, okay and thank you.

Mrs. K; Uh huh. See you around. We'll be contacting you.

THE JOB INTERVIEW

by Jane K. Bates

Student Material

Project COST
ESEA Title IV
Kansas State Dept. of Education
USD 449
Easton, KS 66020

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THE JOB INTERVIEW OR HOW TO BE UNABASHEDLY SUCCESSFUL IN YOUR JOB INTERVIEW

One day you will be leaving school to enter a new life with different kinds of challenges and opportunities. No matter what you decide to do, chances are you will end up job hunting at some time in your life. Applying for and getting the job you want is no easy task. You can save time and energy if you plan ahead. This capsule will help you plan for your job interview. Very few places will hire you without some kind of interview. It could be a single two-minute conversation or a series of longer meetings.

Definition

Webster's Dictionary defines an interview as "a meeting of people face to face to confer about something: as an interview between an employer and an applicant for a job." The interview is nothing more than a conversation. It is a face-to-face discussion between the job-seeker and the employer. You talk about yourself. The employer asks questions about your qualifications.

Here are some of the things you will be able to do when you finish this capsule:

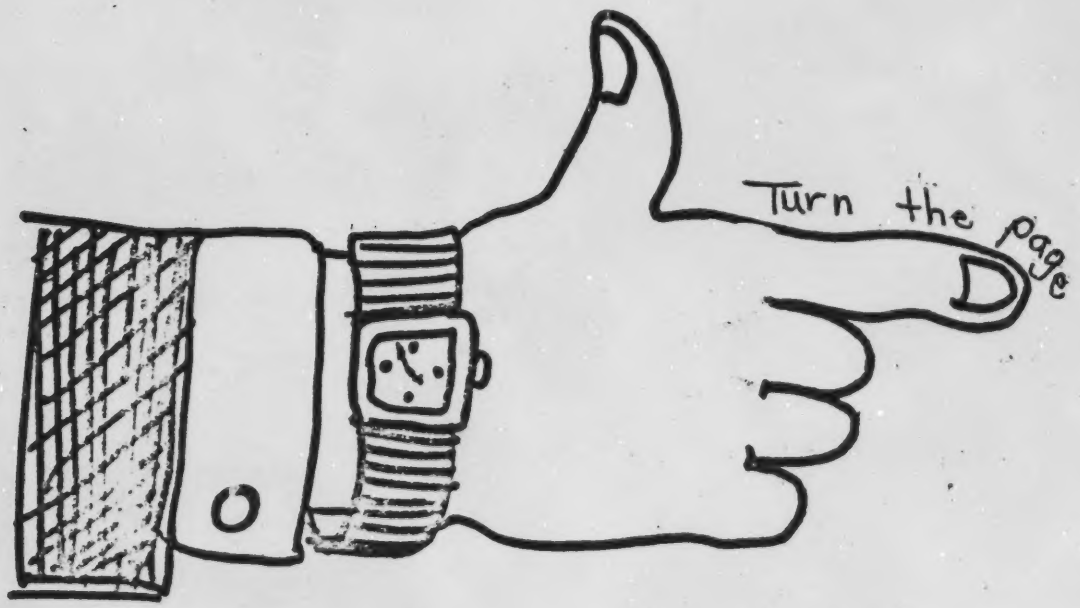
* 1. Distinguish between good and bad interviews

* 2. Identify the specific preparations you need to consider before going to an interview

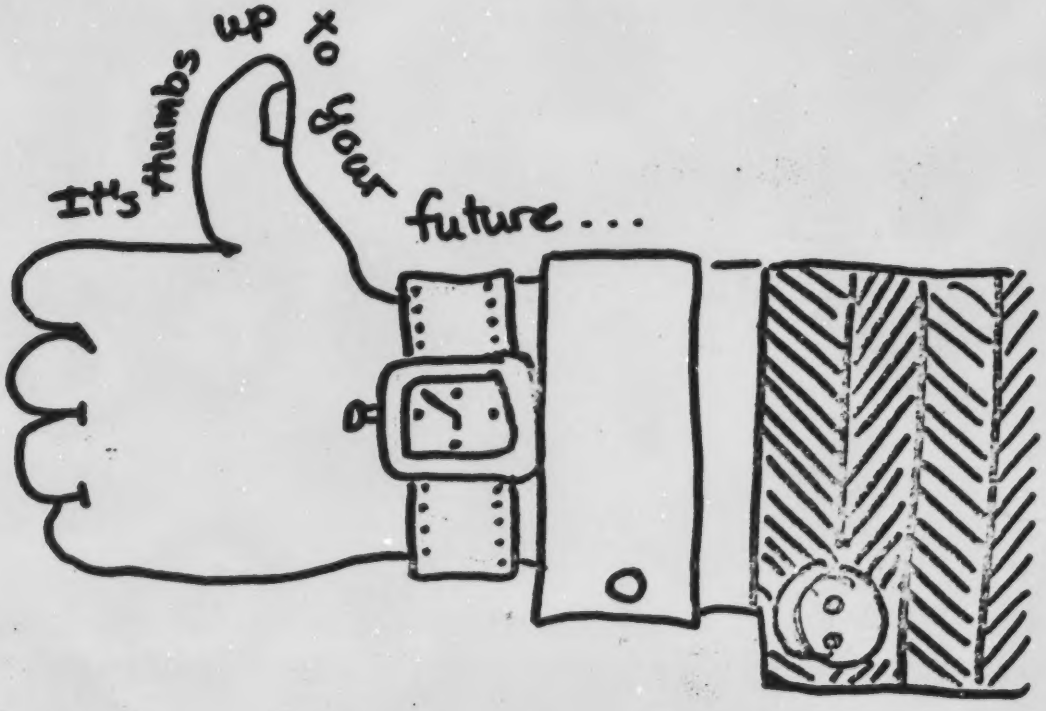
* 3. Identify the appropriate skills and information you will need during the interview

* 4. Describe activities you should consider after you have completed an interview

In this capsule you will find three major sections. They are entitled: BEFORE THE INTERVIEW, DURING THE INTERVIEW, and AFTER THE INTERVIEW. Please read each section carefully. Several ACTIVITIES will follow each section. Do each of these activities unless you are specifically told to choose the one most interesting to you. Near the end of each section, you will find a SELF-CHECK. This will help you review the things you learned in each section. GOOD LUCK!



Before the Interview



The BIG day

6

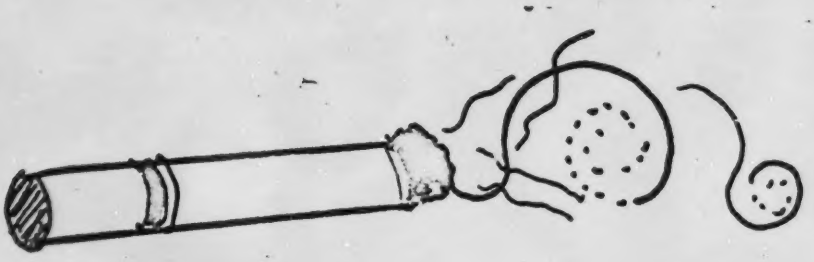
Before the Interview...

Or... How to Keep the Big Day from Becoming a Big Mess

Before you go for a job interview, find out as much as you can about the company you will be visiting. Find out what kinds of products it sells, what services it offers, and what kind of business reputation it has. Find out about how many employees there are, what types of jobs are available, and the name of your prospective employer. You can get this information from the Chamber of Commerce, the library, the Better Business Bureau and from industrial directories or booklets published by the company. You can get valuable information from other employees. Show an interest and knowledge in the company and its overall work. GET TO KNOW THE COMPANY BEFORE YOU GO IN FOR AN INTERVIEW.

Although most personnel are trained to avoid making judgments based on first impressions, this is easier said than done. Dress and appearance play major roles in creating favorable or unfavorable first impressions. Since styles and customs vary, specific guidelines for proper attire are difficult to offer. Generally, job-seekers should choose simple, basic styles which avoid extremes. Out-dated styles should also be avoided. Make certain your clothes are clean and neat. Remember, you will be judged against others competing for the same job; so you should try to present the best initial impression of yourself. Good first impressions are often lasting ones. Looking your best certainly can't hurt your chances of getting the job, and it just may be the thing that makes the difference.

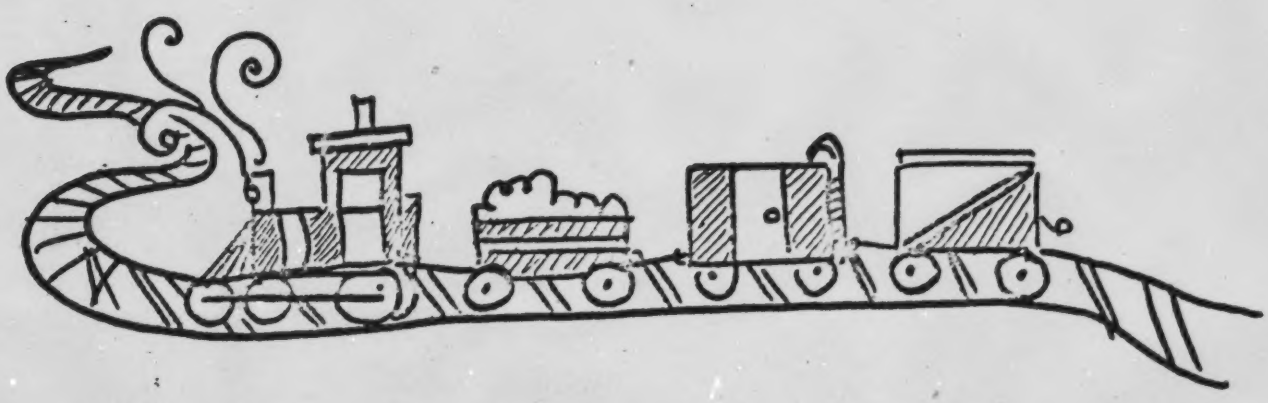
You should not smoke or chew gum. If the employer does not smoke, then he may not approve of your smoking either. This also avoids little accidents like setting your employer on fire.



Prepare for the interview by considering questions you think might be asked. One of the most important things you can do before you go in for an interview is to get to know yourself. Consider your strong points before you get there. Ask yourself: What do I do best? What are my major interests? What do I really want out of life? What are my strengths? Try to be objective. Step outside yourself for a minute. See yourself as others see you.

Plan to arrive early so you will have time to relax before the interview. Check the job location ahead of time so you don't risk getting lost. Consider such things as the amount of traffic, time of day, and parking. Carry some change with you and keep the phone number handy in case you have to make an emergency call. Allow extra time for unexpected slow trains, flat tires or similar problems. There are really few excuses for being late. On the other hand, don't arrive so early that you become a burden to the company or personnel man. A five or ten minute early arrival is sufficient. Have important papers such as work permits, social security card, diplomas, resume, and proof of age with you. Maybe a rabbit's foot will help.

Now that you have read this first section, turn the page and do the following activities.



Activity 1

The employer wants to know if you are the right person for the job. You want to know if the job is the right one for you. To do this, you will have to have a clear sense of who you are. This self-knowledge is not easy to come by, but it is an essential first step in preparing for an interview. Using the list on the next page, select the strength words that best describe you. List them on a sheet of paper. Have a friend pick out those words he/she thinks best describe you and have him/her write them down on another sheet of paper. Now go over the lists. Were there some that both of you picked? Are they your strongest points? Go over the lists carefully again. Pick out the five you think are your major strengths and write them down.

When you have completed this activity, show it to your teacher so that he/she can mark it on your record sheet.

STRENGTH WORD LIST

On a sheet of paper list each word or phrase that describes you.

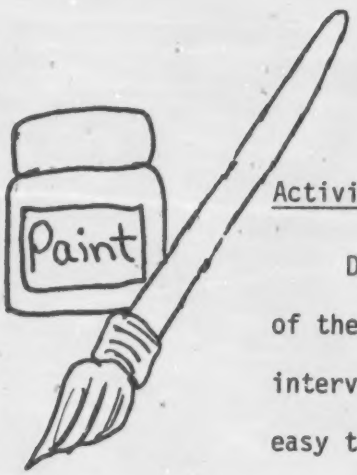
1. friendly
2. honest
3. industrious
4. intelligent
5. precise
6. unselfish
7. reliable
8. artistic
9. influential
10. understanding
11. sociable
12. open-minded
13. orderly
14. tactful
15. creative
16. productive
17. strong-willed
18. analytical
19. motivated
20. forceful
21. flexible
22. eager
23. quiet
24. receptive
25. introspective
26. emotional
27. deliberate
28. self-reliant

Now that you have learned something about your strengths, let's review some of the other ideas presented in section one, "How to Prepare for an Interview." Remember, applying for a job is no easy task. You will be more successful if you take a little extra time to plan ahead. What are some of the most important things to consider before an interview? Which ideas seemed most helpful to you? Make a list of these ideas on a sheet of paper. Then, choose either of the activities on the following page. Your list will help you complete the activity.

Activity 2a

Draw a comic strip which illustrates the major ideas presented in the preceeding section. Cartoons are drawings which illustrate a person, situation or action. They are often funny or amusing. The figures and forms are usually simple caricatures which do not have to be drawn in a realistic manner. Use your imagination. Try to make your comic strip humorous. Since you cannot draw out all the ideas disucssed in this section, select only those which are most important to you. Show your comic strip to your teacher when you are finished.

OR



Activity 2b

Design a bulletin board or a poster which illustrates one of the most important ideas to consider in preparing for an interview. Plan your design first. Your message should be easy to understand. Use bright colors and large forms and letters. Think of an unusual way to present your information so students will be interested in the display. Show your idea to the teacher for comments before you actually start to make your bulletin board. Your teacher may have some helpful suggestions you can use.

Time for a Self- Check

SELF-CHECK 1

Self-checks are for your own benefit so you may do them in a way that is most helpful to you. The self-check provides feedback to you and will review and identify the ideas you will need to know before you go for your job interview.

Pretend you are a teacher. How would you instruct your students to prepare for an interview? Make a list of the things you would want your students to know. When you finish take your list and compare it with the the things discussed in section one of this capsule. Give this list to your teacher.

The Interview

During the Interview...

Or... How Not To Lose Your Job Before You Get It

Introduce yourself with confidence. Be poised. Be seated when invited to sit down. Try to maintain eye contact with the interviewer throughout the interview but don't stare. The interviewer will lead the conversation. You will need to pay close attention to the questions. Make your answers specific, positive and polite. Always be truthful about your abilities, work experience and skills. Avoid criticizing other people and don't talk about personal problems unless the interviewer asks you a direct question. If the interviewer asks you to take a test or fill out a questionnaire, do so promptly and accurately. These tests will generally be practical aptitude tests which include reading, writing and math skills.

If the interviewer leaves the conversation open, talk freely and sincerely about your personal skills and training. If salary, vacation or other questions are unanswered, do not ask about them until the interviewer is about finished. Show interest in the company by asking pertinent questions. Any good firm should be willing to discuss these questions.

Be certain to give at least one job reference. Your willingness to consider jobs other than those you ask for gives the interviewer a chance to tell you what is available. You may find there are other opportunities you have not considered.

In general, an interview can be divided into four parts. First, the interviewer will attempt to make you feel more comfortable by talking about non-threatening subjects like sports events, the weather or a local activity. Next the interviewer will ask more specific information to see if your qualifications meet the job requirements. In the third phase of the interview, you will probably be given time to ask questions about the company or organization. Avoid asking questions which can be answered by the company's recruiting material. Here are some questions you should know before the end of the interview:

1. What are my duties?
2. Is there a training period?
3. Can I transfer between divisions or departments?
4. Is there managerial training available?
5. What is my starting salary?

In the final fourth stage, the interviewer will conclude the interview. Usually he will indicate the next step in the application process.

Questions Frequently Asked During Interviews

The major responsibility of the interviewer who is seeking a qualified candidate is to search for information. The interviewer bases his decision for hiring upon the information you provide on the application and in the interview. He will be looking for personal traits as well as for occupational information. His questions will be directed toward finding the information.

1. What are your future plans?
2. In what activities have you participated?
3. How do you spend your spare time?
4. What are your hobbies?
5. What job(s) interest you?
6. Why do you think you'd like to work for us?
7. What jobs have you held?
8. What were your favorite school subjects? Why?
9. How do you spend your vacations?
10. What kind of salary do you expect?
11. Have you ever held an office in any organization?
12. What personal characteristics are necessary to be a success in your field?
13. Are you looking for a permanent or temporary job?
14. Do you have recommendations from previous employers?
15. What interests you about our company?
16. What have you learned from previous jobs?

17. How long do you expect to work?
18. Do you own any life insurance?
19. Do you prefer regular hours?
20. Define cooperation.
21. What are your weaknesses?
22. What are your strengths?
23. Do you keep in good physical condition?
24. Have you been seriously ill?
25. Are you willing to travel or relocate?
26. Do you have future plans to attend school?
27. What are some of your special abilities?
28. Would you work overtime?
29. Are you interested in research?
30. What kind of grades did you get in school?
31. Have you ever been unemployed?
32. How did you hear of this job?
33. Why did you leave this part of the application blank?
34. Why should I hire you?
35. Why have you changed jobs?
36. Tell me about yourself.
37. What kind of person are you?
38. Where do you think you will be five years from now?

During the interview, illegal discrimination may occur. It may be intentional or unintentional. Only those subjects directly related to the job you are applying for should be discussed. Questions relating to race, sex, religion, age, or national origin are illegal unless they relate to a "bona fide occupational qualification" or BFOQ. Most interviewers won't ask you about your religion, but they are more likely to ask about your children, marriage or whether you own your own home. These kinds of questions, although they are more subtle than others, are discriminating according to the Equal Employment Opportunity Commission (EEOC).

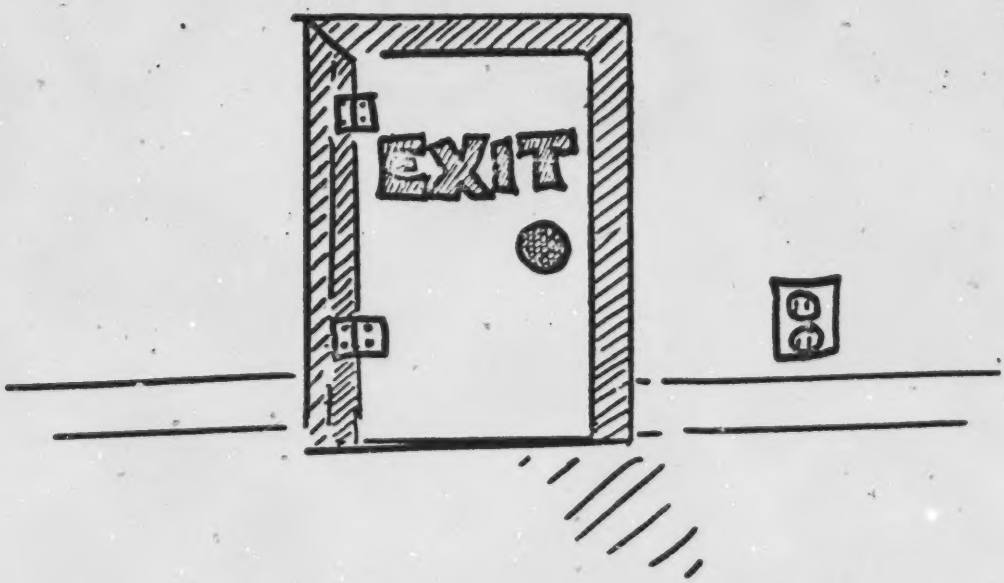
Here is a list of things your employer cannot ask or do:

1. Make comments about your sex, unless sex is a BFOQ.
2. Are you married? Single? Engaged? Are you living with anyone? Do you still see your ex-husband?
3. Do you have children? How old are they? Are you going to have more children? Do you have someone you can trust to care for your children?
4. How tall are you? How much do you weigh?
5. Have you been arrested? Have you been in jail?
6. What branch did you serve in when you were in the service? What type of discharge did you get?
7. How old are you?
8. Did you buy your home? Are you renting? Are you renting an apartment or a home?

9. Do you go to church? What religion are you? Are you a Christian?
10. What is your national ancestry?

You should be prepared to respond when asked questions which are discriminating. However, if you suspect the answer to any of these questions will prejudice your chances of being hired, only then risk pointing out that they are illegal.

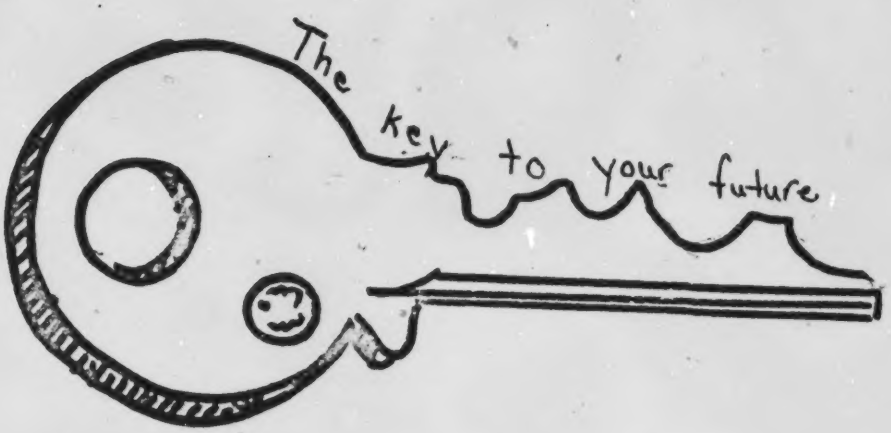
There is no specific time you should allow for an interview. Plan on about an hour even though it may take only 30 minutes. Don't prolong the interview. Look for closing signals. If you are offered the job, make certain that you understand all the conditions and terms of the job. Find out the date as well as where to report. If not certain you're being considered for employment, ask! You have every right to know where you stand before you leave. Thank the interviewer before leaving, even if you aren't hired.



Stop here for a minute and look back over the section you just read: During the Interview. Here is an activity which will help you find out if you understood what you read.

Activity 3

Watch the video tape included in this capsule of an interview. After watching the tape, fill out an evaluation sheet entitled VIDEO TAPE EVALUATION SHEET. Your teacher will tell you where to find this. Write a brief comment after each numbered statement. If you do not have a video tape machine, then get a copy of the script from your teacher and use the same evaluation procedure. Give your evaluation sheet to your teacher when you finish.



You may do either Activity 4 or Activity 5.

Activity 4

For this activity you will need a partner. Imagine that you are being interviewed for a job at the Bake-It-Right Bread Company. Ask your partner to be the interviewer for the company. Before actually doing the interview, your partner will want to think about the questions he/she will ask you during the interview. You will want to prepare for your interview by thinking of ways that you would answer the questions listed on pages 16 & 17. After a few minutes of preparation time, act out your interview. Should you get the job? Ask the interviewer to be honest. Would he/she hire you based on the interview? Why or why not? Write a paragraph telling about the results of your imaginary interview. Give your paper to your teacher when you are finished.

Activity 5

Make a list of DO'S for job interviews. Use your list to make a poster showing the right things to do in a job interview.

Activity 6

You will need two people for this activity. Select one of the situations below and invent your own interview. Your teacher has a set of questions for the interviewer. Imagine you are the person being interviewed. Practice a few times before you do your final interview. This can be video-taped or tape recorded. If neither of these are available, you can give your presentation live. After you finish, critique your interview using the SELF-EVALUATION SHEET. Try to be as objective as possible. Turn the evaluation sheet (and recording) in to the teacher for evaluation.

Situation 1

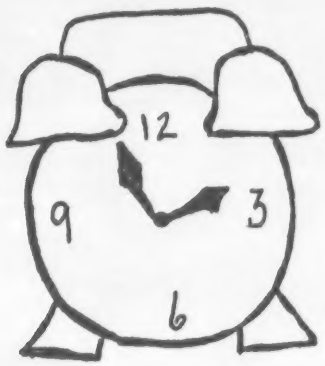
You are a high school senior applying for a job at the Eatumup Grocery Store. You are looking for temporary work. You plan to go to college in the Fall and will be leaving town.

Situation 2

You want a secretarial job with the Saveumup Bank. You have attended Vo-Tech and have just graduated from their secretarial course. You graduated with a B+ average.

Situation 3

You are applying for a job with Sickenough Hospital. You would like to be a Lab Technician but do not have the training.



Time for a Self-Check

SELF-CHECK 2

Practice entering and sitting down as if you were in an interview. Decide what to do with your hands and feet if they feel awkward. Practice leaving the interview. Select three questions that you might be asked. See the list on page 17 for suggestions. Answer the questions the way you would at the interview.

after the interview

After the Interview...

Or... How to Put your Best Foot Forward

Or... How to Make a Hasty Retreat

After the interview, be available. Leave a telephone number or address where you can be reached. Most employers will not make a job offer during the first interview since they may have other candidates to interview. Occasionally, you may be invited back for a second interview. At this time you will probably have the opportunity to meet other individuals with whom you are to work. Perhaps you will visit the offices or view the facilities. If you are invited back for a second interview, the odds of your being offered the job are better than at your first interview.

If you get the job, either accept or reject the offer as soon as possible. If you are not ready to make a decision, give your employer a reasonable period of time in which to expect your final decision. Be certain you want the job if you accept it. If you decide to take another job, notify the interviewer immediately. Thank him, but explain that you found another job you think is better for you.

If you do not hear from the employer within a few days, write a note or call. Make your letter to the point. Be natural, warm, and courteous. Letters should be short, rarely over three paragraphs. Use your own style. Formality will vary according to the situation.

THINK POSITIVE

If you find you do not qualify for the job you want then consider further training or education in those areas. Profit from your experiences. Think positive. Don't give up too easily. If you don't get the job on your first, second, third, or fourteenth tries, remember, a good job is not easy to find. One may turn out to be your lifetime career, so it is worth a great deal of time and effort. If you get discouraged or resentful, you will make job hunting more difficult. "Keep on going and the chances are you will stumble on something, perhaps when you're least expecting it. I have never heard of anyone stumbling on something sitting down" (Charles F. Kettering).

Now you have completed section three: After the Interview. Select one of these following activities. Your teacher has some sample letters that you can examine before you begin, or you may find some in an English book or a typing book.

Activity 7

Pretend you interviewed two days ago with Debunk Department Store. You were applying for a sales job. You have been notified of your selection for the job. Write a letter to the employer accepting the position.*

Activity 8

You interviewed for an English teaching position at Pleasant Ridge High School in Easton, Kansas. Now you find out you have unexpectedly been offered a much better job teaching English to foreign-born prisoners at Leavenworth Penitentiary. Write a letter to Superintendent Stalemate explaining you will not be accepting the position you were offered at Pleasant Ridge.*

*Turn your letter in to the teacher for evaluation.

SELF-CHECK 3

Before you take your Post-test do Self-check 3. Self-checks are for your own benefit so you may do them in a way that is most helpful to you. The Self-check provides feedback to you and will review and identify the ideas you will need to know for the Post-assessment.

Make a list of things you should consider after the interview. Review the letter you wrote. Was it direct, simple and to the point? Were you honest? Did you write neatly and clearly? When you have finished this self-check, get your Post-test from your teacher.

Time for the Post-Test

ASK YOUR TEACHER FOR THE POST-TEST